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ABSTRACT

The definitions in this document are organized in four sections in order to facilitate their use with the Program Planning Manual and Needs Assessment Tables. "Teacher/Student Organization" defines the classroom teacher, reading teacher, team of teachers, aide (working for salary), volunteer aide, cross-age teaching, peer tutoring, content area teachers, and differentiated staffing. "Basic Approaches" defines the basal reader, meaning emphasis, code emphasis, linguistic approach, modified alphabet, responsive environment, programed learning, individualized reading, language experience, eclectic/skills sequence approach, and reading in the content areas. "Instructional Techniques" defines machine based reading, other programed instruction (materials other than those used with computer based machinery), dramatization, instructional television, interactive media, discussion group, demonstration performance, lecture, contracts, supplementary materials, and learning materials. "Definition of Other Terms in the Manual" defines adaptability, other directed staff development, school directed staff development, single-teacher-multi-subjects, staff development materials/services, and startup costs. (WR)

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CALIFORNIA RIGHT TO READ DEFINITION OF TERMS

The following definitions are organized in four sections in order to facilitate their use with the Program Planning Manual and Needs Assessment Tables. The first section contains definitions for the Teacher/Student Organization terms in the Needs Assessment (NAT -3). The second section includes definitions of the Basic Approaches and the third section defines Instructional Techniques (both on NAT - 4). The fourth section lists other terms from the Manual which might need definition. Next to each item is the Program Planning step to which it applies.

In the first three sections the terms are listed in the same order (and with the same letter coding) used in the Manual and the Needs Assessment Tables. In the last section the terms are listed in alphabetical order.

Part I. TEACHER/STUDENT ORGANIZATION

A. CLASSROOM TEACHER

A classroom teacher is one teacher working with a self-contained group of students and covering a range of subject areas. The classroom teacher is responsible (or may share the responsibility with a reading teacher) for the reading instruction given to this group of students.

B. READING TEACHER

A reading teacher has a specialized background in reading and is responsible for instruction in reading and language arts. This teacher may work either inside the classrooms or on a pull-out basis, although working within a classroom is often considered preferable in order to allow the reading teacher to "model" specific teaching methods for the classroom teacher. Diagnostic testing, remedial work with students, and a leadership role in total school program planning are roles frequently assigned to a reading teacher.

C. TEAM OF TEACHERS

A team of teachers is two or more teachers working together in planning and conducting a reading program. The teachers share responsibility for the instruction of all students involved.

D. AIDE (WORKING FOR SALARY)

An aide is an adult without a teaching credential who works with children and teacher in a reading program. The role and tasks of an aide may vary, but he or she is paid, works under the direction of a classroom teacher or reading teacher, receives some inservice training, and to some degree is involved in planning the reading program.

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E. VOLUNTEER AIDE

Volunteer aides are usually parents or community members who are willing to give a certain amount of time to work with teachers and students in the school reading program. While their involvement may be similar to that of an aide, volunteers generally work fewer hours and are not paid.

F. CROSS-AGE TEACHING

A cross-age teaching program involves a group of "older" students working with a group of "younger" students on a consistent, one-to-one basis. The older students are trained to work with the younger ones by a teacher in charge of the cross-age teaching program. The older students also meet regularly to discuss problems and methods of working with younger students and to prepare materials for working with them. The effective use of cross-age teaching is dependent on a high degree of planning, organization, and communication among all teachers and students involved in the program.

G. PEER TUTORING

Peer tutoring refers to one student in a class or grade level helping or working with another student in the same class or grade level. The method is most successful when two students are paired who can reverse roles. An example of this would be a strong math student and a strong reading student working together, so that each could give assistance to the other in their strong subject areas. If one student is on the receiving end of a peer tutoring situation all the time, it may be detrimental to the student's self-concept.

H. CONTENT AREA TEACHERS (DEPARTMENTALIZATION)

Content area teaching (or departmentalization) is the assigning of the teaching of different subject matter to specific teachers. For instance, teacher X teaches all the math, teacher Y teaches all the reading, and teacher Z teaches all the social studies. All students on the rolls of these three teachers would go to X every time they had math, to Y every time they had reading, and to Z every time they had social studies. Other subject areas might be covered by other content area teachers or by a homeroom teacher. Generally, departmentalization of all subjects is the primary teacher/student organization in secondary schools. It is occasionally used in upper elementary grades.

I. DIFFERENTIATED STAFFING

A differentiated staffing pattern involves a team of reading personnel who work together in planning and teaching. The personnel may include:

- a master teacher who is primarily responsible for planning, leadership, and some teaching
- teachers who are primarily responsible for teaching and are active in planning
- aides who assist teachers in the classroom, prepare materials, and are active in planning
- volunteers who assist the school staff and participate in planning

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J. OTHER (Specify and Define)

Part II, BASIC APPROACHES

A. BASAL READER

The basal reader approach is highly dependent on the use of a carefully systematized series of books, workbooks, tests, and reading aids for each grade or reading level. Vocabulary is controlled, and lesson plans and suggestions for supplemental activities are explained in the teacher's manual. Different basal series have different emphases, and it is important to note the emphasis of any basal series that is used:

1. "sight" or whole word emphasis
2. strong phonics emphasis
3. balanced or gradual phonics emphasis
4. sound-symbol relationships (linguistics) emphasis

B. MEANING EMPHASIS

The meaning emphasis approach is based on the principal that the process of reading, from the start, should be broadly defined to include not only word recognition, but also comprehension, interpretation, appreciation, and application of what is read to the study of personal and social problems. In this approach the child begins with meaningful reading of whole words, sentences, and stories as closely geared to his own experiences and interests as possible. Silent reading is stressed from the start.

C. CODE EMPHASIS

The code emphasis approach is dependent on the teaching of letter sounds to students. There are two subcategories to this approach, and the one used should be noted:

1. synthetic (phonics) - the student learns the individual letter sounds first then combines them into words

2. analytic (whole word) - words are introduced first and the child develops a sight vocabulary before letter sounds and blends are introduced

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D. LINGUISTIC APPROACH

The linguistic approach is based on the principles that language precedes reading and that reading is a language-related process. Reading instruction should be based on a child's own language, so that instead of learning rules of phonetic structure in order to read, the student is helped to arrive at rules as the result of working with a considerable amount of reading material. The child who has a successful background in language development, and has learned a minimum amount of reading, can begin to use his or her reading knowledge to formulate rules of phonics.

E. MODIFIED ALPHABET

The modified alphabet approach is based on a "new" alphabet to be used by children when learning to read. The alphabet contains all of the conventional letters but Q and X, and additional characters are devised to make up the forty-four different sounds in English. These new characters resemble the traditional alphabet visually and each character stands for only one speech sound. Once children have learned to read with this modified alphabet, they switch to the traditional alphabet for all reading. The modified alphabet is not a reading method, but an aide to teachers no matter what other emphasis (code, meaning, etc.) they use in teaching reading.

F. RESPONSIVE ENVIRONMENT

A responsive environment approach may take one of these two forms:

1. A type of classroom organization where the teacher provides a variety of suitable experiences and materials in a relatively unstructured setting and the child has the freedom to select what he wishes to do.

2. A teacher-less computer-based reading environment in which responses are controlled by hardware. The basic concepts involved are self-pacing and self-seeking behavior in students.

G. PROGRAMMED LEARNING

The programmed learning approach allows students to master reading skills at individualized rates by working with programmed materials. These materials are normally in soft cover form (such as books, workbooks, or mimeographed sheets) and the skills to be learned are presented in small steps. Some programmed materials use a linear technique, where material is arranged in a simple, ordered sequence, with the students working from the first through the last item. Another method (called branching) allows the student to follow his own route through the material. At given points in the sequence, if he gets the correct answer he may skip a frame, or if he misses an item he may be rerouted through a series of review frames.

H. INDIVIDUALIZED READING

Individualized reading has been defined in many different ways, but generally has one of the following meanings:

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1. There is a reading "plan" (based on some type of continuum) to meet the needs of each child as they occur in the acquisition of reading skills. This "plan" may include work in small, large, and total class groups, as well as individual work, but at all times will be designed to meet the needs of the particular student.

2. The program is characterized by the individual reading of a variety of books and materials. Each child selects something he wished to read and gets help when he needs it. The teacher works with each child at regular intervals to check progress and give assistance.

3. A structured situation in which all students work through basically the same reading materials, but do so at their own rate and on an individual basis. The teacher works with individual or small groups of children to introduce skills, check progress, and give assignments.

I. LANGUAGE EXPERIENCE

A reading instructional approach which calls for the teacher(s) to build classroom activities upon the real language needs and language experiences of the students. According to supporters, "children learn to read as they learned to talk, from a desire to find out or tell something." For example, after children have gone on a field trip, they discuss their experiences. Their comments are then written up in booklets or on large sheets of paper on the classroom walls. These statements then become the "texts" for class reading instruction.

J. ECLECTIC/SKILLS SEQUENCE APPROACH

The eclectic approach combines different materials for teaching reading according to the teacher's perception of student needs. Whatever combination of materials is selected, the total approach is dependent on the use of some type of skills sequence or listing so that the introduction and teaching of various reading skills is not done on a "hit or miss" basis. The difference between the eclectic approach and individualized instruction is that in the eclectic approach, groups of students may be worked through a skills sequence together, while individualization demands that each student be allowed to progress through a sequence or continuum at his or her own rate.

K. READING IN THE CONTENT AREAS

The reading in the content areas approach helps students acquire the skills they need for adequate study of all materials required in their subjects. Using subject-related material, regularly assigned, as the vehicle for this instruction, content teachers provide for the simultaneous teaching of reading skills and course content. Neither is sacrificed to the other.

L. OTHER (Specify and Define)

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Part III. INSTRUCTIONAL TECHNIQUES

A. MACHINE BASED INSTRUCTION

This type of instruction is dependent on sophisticated machinery which interacts with students using programmed materials. The machinery could be a computer with memory and processing systems giving instructions, a rear screen projection unit with filmstrip or cassette, or a machine operating on single card inputs. This instructional technique is one that should be used with students on a regular basis if it is part of the reading program. An example of machine based instruction would be Systems 80.

B. OTHER PROGRAMMED INSTRUCTION

This instructional technique would include the use of all types of programmed materials other than those used with computer-based machinery. Normally the materials used are software and are arranged to teach skills in small steps. Some programmed materials use a linear technique, where material is arranged in a simple ordered sequence, with the student working from the first through the last item. Another method (called branching) allows the student to follow his own route through the material. At given points in the sequence, if he gets the correct answer he may skip a frame or, if he misses an item, he may be rerouted through a series of review frames.

C. DRAMATIZATION

This technique may include role-playing by students, the recreation of stories, events, or other materials through drama, or the writing and production of plays. If the technique is used as part of a reading program it is probably used for language development, comprehension, interpretive skills, inferential comprehension, or vocabulary development.

D. INSTRUCTIONAL T.V.

This technique employs television for the teaching of reading skills. To be used efficiently, it necessitates a plan for bringing together programs teaching specific skills and the students who need those skills. Examples of television programs that could be used for instruction in reading are Sesame Street and Electric Company.

E. INTERACTIVE MEDIA

This technique would include the use of various types of audio-visual equipment in the teaching of reading skills. Interactive media could be the cassette tape a child listens to and responds to on paper, a filmstrip teaching a study skill (or any other reading skill), a movie used to develop critical judgment, or various other uses of audio-visual equipment.

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F. DISCUSSION GROUP

The discussion group is a modification of the lecture technique. Instead of imparting information directly to the students, the teacher "guides" the students by skillful use of questions to explore a subject and discover answers for themselves. Skillful use of this technique requires special training, but no special equipment or materials.

G. DEMONSTRATION-PERFORMANCE

The demonstration-performance technique is used to impart skills through interaction between the teacher and one or more students. The teacher first demonstrates the activity or skill to be learned (such as the pronunciation of a letter) while the student(s) observes. The student then performs the activity while the teacher corrects or assists. Through a series of such interactions, the student acquires the skill which the teacher has demonstrated.

H. LECTURE

The lecture technique is one of the oldest methods of imparting information to others. In this technique, the teacher imparts information directly to students, usually in a total class situation. No special equipment or materials are required.

I. CONTRACTS

A contract is a written agreement between teacher and student in which the student agrees to complete specified activities or assignments in reading within a certain time frame. The teacher agrees to allow the student a certain amount of scheduling freedom and assistance in meeting the contract. The contract is written to cover specific tasks that can be accomplished in short time periods; this is to ensure that the student experiences success in a short period of time and receives the teacher's reaction is his attempts as he completes each task.

J. SUPPLEMENTARY MATERIALS

Every reading program employs some type of supplementary materials. Programs which are highly dependent on supplementary materials generally fall into one of these categories:

1. Use of teacher-developed games, worksheets, and activities designed to teach specific reading skills.

2. Reliance on high interest or special population materials to stimulate the interest of students in reading and gaining reading skills. These may range from magazines, tradebooks, newspapers, or materials written for or about particular ethnic or racial groups, to a variety of high interest library books.

3. The use of variety of commercial kits, workbooks, or other activities to teach or reinforce reading skills.

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K. LEARNING STATIONS

A learning station is a collection of materials that can be set up or moved from an area within a classroom with relative ease. It provides a self-contained, self-directed learning experience based on measurable objectives, in which students interact with materials and get immediate feedback about their learning. A well-planned learning station should provide the student with specific learning objectives, a variety of methods and materials by which he or she may reach the objective(s), an explanation of assignments, motivation, and a way of evaluating what has been learned. The materials in the learning station should be sequential and developmental (even multi-level) in nature, allowing individualized learning.

L. OTHER (Specify and Define)

Part IV. DEFINITION OF OTHER TERMS IN MANUAL

A. ADAPTABILITY (Step 4 of PPP)

The adaptability of a program is the ease with which it can be duplicated successfully at another school. The following factors should be considered: the availability of qualified personnel and/or training programs for personnel; startup costs associated with the initial purchase of equipment; modification of facilities; and purchase of materials. Any unique component in the original program, such as a particulary brilliant or innovative teacher, a particular geographic factor, or a series of locally developed materials in non-reproducible form, may reduce the adaptability (or replicability) of the program.

On the receiving end of a new program (the school that is trying to replicate part of another program), important factors are: a principal who is an educational leader; a principal and staff who are open to change; and dialogue between and among staff, students, and community.

B. OTHER-DIRECTED STAFF DEVELOPMENT (Step 9 of PPP)

The instructional personnel for this staff development program are supplied by outside agencies or organizations. Publisher supplied consultants conduct, at no cost, workshops for districts which have purchased materials or systems for reading instruction. Outside consultants are hired by the school to perform either clinic or workshop instruction (see also School-Directed Staff Development). College courses may be traditional on-campus classes or may include extension services which give credit to school projects or home study and thus reduce the requirements for campus attendance.

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C. SCHOOL-DIRECTED STAFF DEVELOPMENT (Step 9 of PPP)

Internally-directed staff development is operated by school or district personnel who may be project leaders, reading specialists, or central office consultants. In-class instruction is on-the-job, with the instructor critiquing the trainees' classroom performance in his usual environment. In-lab/clinic instruction is also on-the-job, but trainees (and students) work in small groups or on an individual basis with the instructor. Video taping is used to focus upon single teacher-trainee behaviors, where possible, and this technique is called micro teaching. Workshops bring teachers together for teaching demonstrations and discussions.

D. SINGLE TEACHER-MULTI SUBJECTS (Step 7 of PPP)

The teacher of multiple subjects is responsible for a self-contained classroom and provides instruction in all or most subjects. The teacher, alternatively, may be responsible for reading, mathematics, and social studies, while other teachers handle art, physical education, etc. The single teacher may or may not have an extensive background in reading, but will be responsible for reading along with other subjects.

E. STAFF DEVELOPMENT--MATERIALS/SERVICES (Step 9 of PPP)

Professional publications dealing with research on reading instruction, methods for teaching reading, and general educational media and methods can be the basis for regularly scheduled discussion sessions of new approaches to reading and to education in general. USOE's ERIC System can be used as a complete resource library.

F. STARTUP COSTS (Step 10 of PPP)

Startup costs are the one-time costs for purchase of capital equipment such as classroom furniture, video tape systems, computer terminals, purchase of portable buildings, installing carpeting or new ceilings, or purchase of complete sets of new instructional materials. If complete retraining of staff is necessary to adopt a new instructional method, this should be included as a startup cost.